DOCUMENT RESUME

ED 437 380 SP 038 967

TITLE	Guidelines for Staff Development Programs for Teachers of English Learners.
INSTITUTION	California Commission on Teacher Credentialing, Sacramento.
PUB DATE	1995-12-27
NOTE	26p.; "With the assistance of Suzanne Peregoy."
PUB TYPE	Guides - Non-Classroom (055) -- Legal/Legislative/Regulatory Materials (090)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Course Content; Diversity (Student); Educational Research; Elementary Secondary Education; Eligibility; *English (Second Language); Equal Education; Evaluation Methods; *Faculty Development; Inservice Teacher Education; Language Skills; Literacy Education; Prior Learning; Program Administration; Program Development; Program Evaluation; *Second Language Instruction; Second Language Learning; Student Evaluation; Teacher Evaluation; *Teacher Improvement

ABSTRACT

This report presents 26 staff development guidelines from California Code of Regulations Title 5, Sections 80680 through 80690.1: to define, implement, and make specific Chapter 1178, Statutes of 1994 (Senate Bill 1969, Hughes). The guidelines are for teachers working with English learners. Category 1, "Guidelines for the Content of Staff Development," includes: (1) "Understanding Background Characteristics of English Learners"; (2) "Educational Equity and Positive Intercultural Relations"; (3) "Role of ELD and SDAIE in the Education of English Learners"; (4) "Theories of First and Second Language Acquisition"; (5) "Research and Theory for SDAIE"; (6) "Matching Content Instruction to Language Abilities"; (7) "Using Language and Literacy for Learning Content"; (9) "Assessment of Content Learning"; (9) "Sociolinguistic Concepts and Terminology for Understanding English Language Development"; (10) "Methods for Second Language Teaching"; (11) "Literacy for English Language Development"; and (12) "Assessment of English Language Development." Category 2, "Guidelines for the Quality of Staff Development," includes: (13) "Professional Qualifications for Staff Developers"; (14) "Professional Qualifications of Trainers of Staff Developers"; (15) "Planning and Organization of Staff Development Programs"; (16) "Instructional Focus of Staff Development Programs"; (17) "Matching Content with Participants' Prior Knowledge"; (18) "Active Modeling of Instructional Methods"; (19) "Assessment of Staff Development Programs"; (20) "Ongoing, Informal Evaluation of Each Participant's Learning"; (21) "Assessment of Participants at the Conclusion of the Program"; (22) "Allocation of Resources for Staff Development Programs"; (23) "Eligibility of Teachers for Combined SDAIE and ELD"; (24) "Program Length, Participation and Record Keeping"; (25) "Award of Certificates of Completion"; and (26) "Eligibility of Educational and Professional Organizations to Offer Staff Development Programs." (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 437 380

Guidelines for Staff Development Programs for Teachers of English Learners

California Code of Regulations
Title 5
Sections 80680 through 80690.1

To Define, Implement and Make Specific
Chapter 1178, Statutes of 1994
(Senate Bill 1969, Hughes)

The Attached Regulation was Adopted by the Commission on Teacher Credentialing on July 14, 1995.

The Regulation was Approved by the Office of Administrative Law on November 22, 1995.

The Regulation Becomes Effective on December 27, 1995.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sam. W. Swafford

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SP038967

BEST COPY AVAILABLE

Guidelines for Staff Development Programs for Teachers of English Learners

Developed by the

Advisory Task Force for
Staff Development Guidelines for
Teachers of Limited-English-Proficient Students

With the Assistance of:

- **Dr. Suzanne Peregoy**
  San Francisco State University

- **Professional Services Division**
  Commission on Teacher Credentialing

Commission on Teacher Credentialing
1812 Ninth Street
Sacramento, California

The Commission on Teacher Credentialing

State of California

Pete Wilson, Governor

1995-96

Commission Members

Verna B. Dauterive, Chair	School Administrator
Carolyn Ellner, Vice Chair	Postsecondary Member
Phillip Barker	Middle School Teacher
Jerilyn R. Harris	Secondary Teacher
Scott Harvey	Public Representative
Juanita Haugen	School Board Member
Elizabeth Heidig	Public Representative
Carol Katzman	Office of the Superintendent of Public Instruction
Patricia Kuhn	Elementary Teacher
Torrie L. Norton	Elementary Teacher
Gary Reed	Public Representative
Edmond Sutro	Secondary Teacher
Darryl T. Yagi	School Counselor
Nancy Zarenda	Secondary Teacher

Ex-Officio Members

Edward DeRoche	Association of Independent California Colleges/Universities
Henrietta Schwartz	California State University
Erwin Seibel	California Postsecondary Education Commission
Jon Snyder	Regents, University of California

Executive Officers

Ruben L. Ingram	Executive Director
David Wright	Director of Professional Services
Robert Salley	Director of Certification
Paul Longo	Director of Professional Practices

The Advisory Task Force on Staff Development Guidelines for Teachers of Limited-English-Proficient Students

Commission on Teacher Credentialing
1995

Members of the Advisory Task Force

- Michael Acosta, Administrator
  Certificated Employment Operations
  Los Angeles Unified School District
  Los Angeles, California
- Diana Cotter, Teacher
  Loreto Elementary School
  Los Angeles Unified School District
  Pasadena, California
- Anthony Duarte, Teacher
  Westmont Elementary School
  Pomona Unified School District
  Pomona, California
- Roberto Gallegos, Teacher
  Garfield High School
  Los Angeles Unified School District
  Los Angeles, California
- Victoria Wai Jew, Professor
  School of Education
  California State University
  Sacramento, California
- Reynaldo Macias, Director
  Language Minority Research Institute
  University of California
  Santa Barbara, California
- Guillermo Mendoza, Teacher
  Mecca Elementary School
  Coachella Valley Unified School District
  Mecca, California
- Claire Merced, Resource Teacher
  Office of Bilingual Education
  San Francisco Unified School District
  San Francisco, California
- Denise Murray, Chair
  Dept. of Linguistics and Language
  San Jose State University
  San Jose, California
- Marilyn Perkins, Teacher
  Gidley Elementary School
  El Monte City School District
  El Monte, California
- Dick Piper, President
  California Learning Design
  Westminster, California
- Winnie Porter, Teacher
  Cesar Chavez Elementary School
  San Francisco Unified School District
  San Francisco, California
- Gail Rosental, Teacher Specialist
  Welcome Center Supervisor
  Glendale Unified School District
  Glendale, California
- Silvina Rubinstein, Director
  Bilingual Education Office
  Montebello Unified School District
  Montebello, California
- Shelley Spiegel-Coleman, Consultant
  English as a Second Language
  Los Angeles County Office of Education
  Downey, California
- Kathleen Taira, Chairperson
  Teacher Education Department
  California State University
  Dominguez Hills, California

Guidelines for Staff Development Programs for Teachers of English Learners

Table of Contents

Section 80680 **Category 1** **1**
Guidelines for the Content of Staff Development

Section 80681 **Subcategory 1-A** **1**
General Content Guidelines for All Programs

Section 80681.1 Guideline 1 1
Understanding Background Characteristics of English Learners

Section 80681.2 Guideline 2 2
Educational Equity and Positive Intercultural Relations

Section 80681.3 Guideline 3 3
Role of ELD and SDAIE in the Education of English Learners

Section 80681.4 Guideline 4 4
Theories of First and Second Language Acquisition

Section 80682 **Subcategory 1-B** **6**
Additional Guidelines for Staff Development in SDAIE

Section 80682.1 Guideline 5 6
Research and Theory for SDAIE

Section 80682.2 Guideline 6 6
Matching Content Instruction to Language Abilities

Section 80682.3 Guideline 7 7
Using Language and Literacy for Learning Content

Section 80682.4 Guideline 8 8
Assessment of Content Learning

Section 80683 **Subcategory 1-C** 9
Additional Guidelines for Staff Development in ELD

Section 80683.1 Guideline 9 9
Sociolinguistic Concepts and Terminology for Understanding English Language Development

Section 80683.2 Guideline 10 10
Methods for Second Language Teaching

Section 80683.3 Guideline 11 10
Literacy for English Language Development

Section 80683.4 Guideline 12 11
Assessment of English Language Development

Section 80685 **Category 2** 12
Guidelines for the Quality of Staff Development

Section 80686 **Subcategory 2-A** 12
Guidelines for the Qualifications of Staff Developers

Section 80686.1 Guideline 13 12
Professional Qualifications of Staff Developers

Section 80686.2 Guideline 14 13
Professional Qualifications of Trainers of Staff Developers

Section 80687 **Subcategory 2-B** 13
Planning and Evaluation of Programs

Section 80687.1 Guideline 15 13
Planning and Organization of Staff Development Programs

Section 80687.2 Guideline 16 14
Instructional Focus of Staff Development Programs

Section 80687.3 Guideline 17 14
Matching Content with Participants' Prior Knowledge

Section 80687.4 Guideline 18 14
Active Modeling of Instructional Methods

Section 80687.5 Guideline 19 14
Assessment of Staff Development Programs

Section 80688 **Subcategory 2-C** **15**
Assessment of Staff Development Participants

Section 80688.1 Guideline 20 15
Ongoing, Informal Evaluation of Each Participant's Learning

Section 80688.2 Guideline 21 15
Assessment of Participants at the Conclusion of the Program

Section 80689 **Subcategory 2-D** **15**
Administration of Staff Development Programs

Section 80689.1 Guideline 22 16
Allocation of Resources for Staff Development Programs

Section 80689.2 Guideline 23 16
Eligibility of Teachers for Combined SDAIE and ELD (45 Hours)

Section 80689.3 Guideline 24 17
Program Length, Participation and Record Keeping

Section 80689.4 Guideline 25 17
Award of Certificates of Completion

Section 80690 **Subcategory 2-E** **18**
Eligibility of Organizations to Offer Staff Development

Section 80690.1 Guideline 26 18
Eligibility of Educational and Professional Organizations to Offer Staff Development Programs

Guidelines for Staff Development Programs for Teachers of English Learners

Guideline Category 1: (Section 80680)
Guidelines for the Content of Staff Development Programs

(a) Three kinds of staff development programs for teachers of English learners may be offered pursuant to Education Code Section 44253.10. The three kinds of programs are:

(1) Staff Development Programs in Specially Designed Academic Instruction Delivered in English (SDAIE) as defined in subdivision (b) of Education Code Section 44253.2.

(2) Staff Development Programs in English Language Development (ELD) Instruction as defined in subdivision (a) of Education Code Section 44253.2.

(3) Staff Development Programs in SDAIE and ELD Combined.

(b) As specified in Sections 80681, 80682 and 80683 of this code, the content of the three kinds of staff development programs shall be consistent with the provisions of Sections 80681.1 through 80681.4, 80682.1 through 80682.4, and 80683.1 through 80683.4.

Guideline Subcategory 1-A: (Section 80681)
General Content Guidelines for All Programs

The content of all Staff Development Programs in Specially Designed Academic Instruction Delivered in English (SDAIE), in English Language Development (ELD), and in SDAIE and ELD Combined shall be consistent with the provisions of Sections 80681.1 through 80681.4, inclusive.

Guideline 1: (Section 80681.1)
Understanding Background Characteristics of English Learners

(a) Staff development programs shall describe the varying background characteristics of English learners. Participants shall demonstrate understanding of the diverse cultural, linguistic, socioeconomic, educational, and experiential background factors that characterize English learners, and the impact of these factors on school adjustment, learning, and language acquisition.

(b) To better understand and meet their English learners' educational needs, participating teachers shall learn how to obtain specific kinds of background information about their students, such as:

(1) prior educational experiences;
(2) sociocultural background;
(3) socioeconomic circumstances of families;
(4) language or languages spoken in the home; and
(5) whether students are immigrants, refugees or native born. If students are immigrants or refugees,
(A) their country of origin;
(B) their circumstances of immigration; and
(C) their age on arrival to the United States.

(c) Staff development programs shall also present basic culture concepts, including ways in which cultures may be similar or different, and the effects such differences may have on English learners in schools, such as the following:

(1) congruence between the home and school cultures;
(2) how families and educational institutions relate to each other;
(3) values and norms concerning roles and responsibilities of children at home and at school; and
(4) family and school expectations concerning regular school attendance.

(d) Staff development shall explain parameters of diversity, such as the above, and offer resources for finding information about cultural groups of students.

Guideline 2: (Section 80681.2)
Educational Equity and
Positive Intercultural Relations

(a) Staff development programs shall provide specific strategies to promote educational equity in the classroom, foster intercultural relations, and validate pupils' families, languages and cultures. Participants shall demonstrate understanding of and ability to use a variety of classroom strategies that promote educational equity, high expectations of student achievement, and positive relations among students and between the school and home.

(b) Participating teachers shall learn how to promote educational equity by holding high achievement expectations for all learners and by utilizing such strategies as:

(1) cooperative learning to promote social and academic development and to equalize student status;
(2) heterogeneous grouping to promote positive interaction among diverse students and to avoid negative impacts of tracking and rigid ability grouping;
(3) flexible grouping to permit different students to work together at different times for different purposes;

(4) calling on students consciously, sensitively and equitably to ensure equal opportunity for successful participation; and
(5) varying instructional formats (whole class, small group, pairs, individuals) to ensure daily opportunities for each student to feel comfortable with and able to participate in learning activities.

(c) Staff development programs shall examine ways for teachers to establish positive intercultural relations within the classroom by portraying all cultures positively and by teaching positive conflict management and resolution through strategies such as the following:

(1) the use of quality multicultural literature that reflects students' home languages and cultures as well as those of other groups;
(2) acknowledging students' home languages and cultures during personal interactions;
(3) modeling acceptance and understanding of cultural differences;
(4) incorporating aspects of students' home languages and cultures into instruction, where possible; and
(5) providing class time in a supportive environment to discuss and resolve interpersonal problems that may arise.

(d) Programs shall also encourage teachers to become self-reflective so as to avoid possible unconscious bias related to students' birthplace, citizenship status, gender, culture, ethnicity, race, religion, socioeconomic status, language proficiency, and/or disability.

Guideline 3: (Section 80681.3)
Definition and Role of ELD and SDAIE in the Education of English Learners

(a) Staff development programs shall provide participants with clear definitions of English language development (ELD) and specially designed academic instruction delivered in English (SDAIE), emphasizing language development as the primary goal of ELD and the comprehension and learning of grade-appropriate or advanced curriculum content as the primary goal of SDAIE. Staff development programs shall also describe the students whom ELD and SDAIE are designed to serve, and the place of ELD and SDAIE within students' overall academic program. Participants shall be able to explain the definition, rationale and purpose of ELD and SDAIE, including how they interrelate and work together to provide maximum language and content learning opportunities for English learners and ensure access to the core curriculum.

(b) ELD shall be defined as the systematic use of instructional strategies designed to promote the acquisition of English by students whose primary language is other than English. Such instruction may form part of a bilingual program or a program in which English is the only language of instruction.

(c) SDAIE shall be defined as a set of systematic instructional strategies designed to make grade-appropriate or advanced curriculum content comprehensible to English learners with intermediate English language proficiency. The purpose of SDAIE is to provide English learners with access to the core curriculum at the same academic level as provided to their native-English-speaking counterparts.

(d) Staff development programs shall emphasize that SDAIE strategies focus on:

(1) creating instruction that capitalizes on students' prior knowledge, including cultural knowledge;
(2) tailoring teacher talk to students' English language proficiency levels by accompanying verbal explanations with visuals, realia, dramatization, and other non-verbal cues to make meaning clear;
(3) providing opportunities for students to process material (e.g., question, discuss, review, rehearse, read, write about and/or represent instructional content) in a variety of formats (e.g., individually, in pairs, in groups or in conferences with the teacher); and
(4) using assessment methods that permit students to display learning in a variety of ways, both verbal and nonverbal.

Guideline 4: (Section 80681.4)
Theories of First and Second Language Acquisition

(a) Staff development programs shall compare and contrast general theories of first and second language acquisition. Instructors shall discuss how those theories inform teaching practices for English learners. Staff development programs shall also describe current views of how a second language is acquired, including psychological, sociocultural, and political factors to the extent that these factors assist teachers in better understanding and tailoring instruction to their English learners. Participants shall be able to demonstrate understanding of current views and concepts of second language acquisition as these relate to English learners in their classrooms.

(b) Participating teachers shall demonstrate familiarity with past and present theories about how languages are acquired and knowledge of how different theories have influenced second language teaching methods (e.g., the influence of behaviorist theory on the audiolingual method; the relationship between innatist theories and the concept of "comprehensible input" in language acquisition; the relationship between social interactionist theories and the use of cooperative learning to promote second language acquisition). Teachers shall examine the processes and factors involved in second language acquisition, and shall demonstrate understanding of psychological, sociocultural and political factors that affect English learners as they grow in language, learning and personal identity. By examining theory and relating it to teaching methods, participants shall perceive both the importance and limitations of theory.

(c) Staff development programs in ELD shall include the following topics.

(1) Language acquisition theories as they relate to primary and secondary languages (theories listed in reverse of historical sequence)

(A) Social Interactionist
(B) Innatist
(C) Behaviorist

(2) Second language acquisition concepts that influence current pedagogy

(A) Input/intake/output
(B) Learning/Acquisition (formal/informal)
(C) Natural Order Hypothesis
(D) Creative Construction Theory

(3) Second language acquisition in relation to bilingual development

(A) Age when second language acquisition began and the effects of age on eventual attainment in English language proficiency, academic achievement in English, and primary language development and/or maintenance

(B) Interactions between a bilingual learner's two languages during language acquisition and use:

(1) transfer and interlanguage
(2) common underlying proficiency model
(3) code-switching

(C) The role and effect of primary language literacy and schooling on second language acquisition and academic achievement in the second language

(D) Literacy traditions of the primary language in the natal culture

(1) whether there is a writing system and whether the writing system is alphabetic, syllabic or logographic
(2) similarities and differences between the writing system and that of English
(3) similarities and differences between the rhetorical styles of the primary language and that of English

(4) Psychological factors

(A) Personality
(B) Motivation
(C) Learning styles or preferences

(5) Sociocultural and political factors affecting bilingualism and second language acquisition

(A) Differential status/prestige of languages
(B) Dialect and standard languages
(C) Acculturation patterns; language maintenance, language shift, language loss

Guideline Subcategory 1-B: (Section 80682)
Additional Content Guidelines for Staff Development in Specially Designed Academic Instruction Delivered in English (SDAIE)

The content of Staff Development Programs in Specially Designed Academic Instruction Delivered in English (SDAIE), and in SDAIE and ELD Combined, shall be consistent with the provisions of Sections 80682.1 through 80682.4, inclusive.

Guideline 5: Research and Theory for SDAIE (Section 80682.1)

(a) Staff development programs shall provide basic information on primary language development, second language acquisition, academic content instruction, and culture theory and research underlying SDAIE insofar as such information provides concrete, useful application to classroom practices that promote the educational success of English learners. Participants shall demonstrate knowledge of how primary language development, second language acquisition, content instruction and culture theory and research relate to SDAIE.

(b) Staff development programs shall provide a basic understanding of how research and theory relate to classroom organization and instruction for SDAIE. Teachers shall demonstrate understanding of:

(1) how primary and secondary languages are acquired;
(2) relationships between oral and written language development;
(3) how primary language development relates to academic learning and second language acquisition;
(4) how sociocultural factors affect language acquisition and use;
(5) how students' cultural and learning experiences may affect classroom performance;
(6) how the teacher may function as cultural broker and home language validator;
(7) how acculturation processes and stages may affect student performance; and
(8) content learning and teaching strategy research as it applies to the participant's grade level and content area.

Guideline 6: (Section 80682.2)
Matching Content Instruction to Language Abilities

(a) Staff development programs shall model and explain strategies for matching pupils' English language abilities and prior knowledge with instruction that permits access to rigorous, grade-appropriate curriculum content. Participants shall be able to take a lesson sequence or thematic unit and make the content understandable to learners with varying English language proficiency levels. In addition, staff development programs shall model and explain various patterns of classroom organization, student grouping and team teaching to meet the diverse language and content learning needs of students with varying English language proficiency levels, primary languages, and academic backgrounds. Participants shall be able to evaluate and modify their current classroom organization, grouping, and teaming patterns (as well as student placement criteria) at their school sites to better meet the educational needs of English learners.

(b) Participating teachers shall learn to use teaching strategies that help English learners understand curriculum content. These strategies include supporting teacher talk with non-verbal cues to convey content (e.g., demonstration, pictures, graphic organizers, etc.), as well as verbal supports to convey content (e.g., paraphrasing, repeating, checking for understanding). Teachers shall learn how to provide opportunities for students to process information (e.g., groupwork, pairwork, interactive journals, projects). Participants in SDAIE training shall learn how to make instruction comprehensible and promote learning by using a combination of strategies that:

(1) assess and validate prior knowledge;
(2) build new background knowledge;
(3) integrate language and content learning;
(4) organize instruction around themes;
(5) present content from multicultural perspectives;
(6) utilize cooperative/interactive strategies;
(7) employ heterogeneous and flexible groups;
(8) allow students to demonstrate knowledge in a variety of ways, (e.g., verbal, nonverbal, oral, written, pictorial, dramatization) individually, in pairs, and/or in groups;
(9) aim at a variety of academic and language proficiency levels;
(10) use various verbal and nonverbal means to check student comprehension (e.g., creating ways for students to ask for clarification, observing students' nonverbal response to instruction); and
(11) involve the selection and modification of multimedia and print materials.

Guideline 7: **(Section 80682.3)**
Using Language and Literacy for Learning Content

(a) Staff development programs for SDAIE shall provide basic theory concerning literacy development among English learners, including relationships between primary and second language literacy. Criteria shall be provided for the selection and modification of literacy strategies that support English learners' comprehension and production of English text. Specific reading and writing strategies exemplifying these criteria shall be modeled with explanations as to how they assist English learners in reading and learning from English text, and in writing in English for a variety of audiences and purposes. Participants shall demonstrate the ability to select, modify, and use a variety of literacy strategies that scaffold an English learner's ability to use oral discussion, reading, and writing for learning from a variety of written materials.

(b) Staff development programs shall provide a repertoire of content area learning strategies to help English learners comprehend and learn from a variety of written materials, including textbooks, encyclopedias, newspapers, tradebooks, comic books and other materials. Teachers shall learn a repertoire of writing strategies to enable students to write for a variety of audiences and purposes, including personal and academic purposes. Such strategies shall include:

(1) pre-reading, during-reading, and post-reading strategies (e.g., into, through, and beyond for literature study);

(2) previewing headings and subheadings, using graphic organizers, anticipation guides, field trips, journals, paired reading, literature response journals, directed listening-reading-thinking activities, oral presentations, and group presentations;

(3) Cognitive Academic Language Learning Approach strategies (CALLA);

(4) interactive journals and learning logs;

(5) process strategies for pre-writing, drafting, revising, editing and publishing (e.g., oral discussion, mapping, clustering, drawing, response groups, author's circle, author's chair);

(6) strategies to assist students with writing in various domains or genres for different audiences and purposes (e.g., contrastive rhetoric and instruction in text structure, voice, and word choice related to particular domains, genres, audiences and purposes); and

(7) study skills.

Guideline 8: Assessment of Content Learning (Section 80682.4)

(a) Staff development programs shall provide a variety of ongoing monitoring and assessment strategies that allow students to demonstrate knowledge in a variety of verbal and nonverbal ways, and that promote student growth, reflection, and self-assessment. Participants shall be able to describe, use and appropriately select from a variety of assessment strategies that permit English learners to demonstrate their learning through their modalities of strength.

(b) Staff development programs shall emphasize that assessing LEP students' content learning through English, their developing language, may underestimate and/or misrepresent student achievement. Participating teachers shall learn how to use a variety of assessment methods that permit English learners to demonstrate learning through their modalities of strength, whether oral, written, visual, kinesthetic, or auditory, including, where feasible, opportunities to demonstrate learning through their primary language.

(c) Participating teachers shall demonstrate a clear understanding of English language developmental patterns to understand perceived errors that are representative of second language development. Participants shall be prepared to look beyond surface errors toward understanding the message or intent of a student's oral or written English. Methods to assess content learning shall include:

(1) performance-based assessment methods;
(2) portfolio assessment;
(3) teacher observation and evaluation of academic performance;
(4) learner self-assessment; and
(5) standardized tests with modifications to accommodate English learners, such as additional time to complete the test and instructions provided in the students' primary language.

Guideline Subcategory 1-C: (Section 80683)
Additional Content Guidelines for
Staff Development in English Language Development

The content of Staff Development Programs in English Language Development (ELD), and in SDAIE and ELD Combined, shall be consistent with the provisions of Sections 80683.1 through 80683.4, inclusive.

Guideline 9: (Section 80683.1)
Sociolinguistic Concepts and Terminology for Understanding English Language Development

(a) Staff development programs shall provide basic sociolinguistic concepts and terminology that are necessary to observe, understand, describe and interpret the English language proficiency, development, and performance of English learners. Participants shall be able to recognize and describe aspects of English language development and use that characterize beginning, intermediate, and advanced English learners.

(b) Teachers shall examine oral and written language characteristics of students at different English proficiency levels, shall gain understanding of the social and psychological complexities of language structure and use, shall become attuned to developmental grammatical forms and communication strategies, and shall demonstrate understanding of oral and written language development. By examining ways that language experts have analyzed and described language structure and use, teachers shall develop an understanding of perceived English grammatical errors as representative of second language development, and they shall appreciate the extent to which English learners are able to use the English abilities they do have to achieve communicative goals and purposes in varied social contexts (e.g., playground, classroom, and home). Teachers shall demonstrate understanding of the following:

(1) communicative competence as including both grammatical competence and the ability to follow social rules of language use (e.g., rules governing politeness, turn-taking, gaining access to a conversation, ending a dialogue, using silence communicatively);
(2) language structure (i.e., phonology, morphology, syntax);
(3) word meaning (i.e., semantics);
(4) language functions (e.g., instrumental, regulatory, imaginative, personal, heuristic);
(5) discourse strategies for oral and written language; and
(6) interlanguage, including sources of English learner errors, transfer from primary language, and typical monolingual English developmental errors (e.g., ambiguous and idiosyncratic errors).

Guideline 10: **(Section 80683.2)**
Methods for Second Language Teaching

(a) Staff development programs shall model a variety of second language teaching methods and approaches, and shall compare and contrast them. Participants shall demonstrate the ability to select and use appropriate second language teaching methods according to the particular English language development needs of students.

(b) Participating teachers shall demonstrate knowledge of a variety of second language teaching methods and approaches to select from, such as:

(1) total physical response;
(2) natural approach;
(3) communicative approach; and
(4) content-based ESL.

(c) Teachers shall be acquainted with the theoretical perspectives underlying different methods. Staff development programs shall compare and contrast different methods, and shall delineate the strengths, weaknesses and appropriateness of each method for alternative types of programs and for students with varying ages and English language proficiency levels.

Guideline 11: **(Section 80683.3)**
Literacy for English Language Development

(a) Staff development programs shall briefly describe basic research findings on the reading and writing development of English learners, including:

(1) relationships between primary and second language literacy development;
(2) the impact of language proficiency on reading and writing performance; and
(3) the role of meaningful, purposeful reading and writing in promoting second language acquisition.

(b) Participants shall be able to select a variety of strategies that meet the specific, individual literacy development needs of English learners and that expand their ability to use reading and writing for a variety of purposes.

(c) Program participants shall demonstrate an understanding that reading and writing are essential aspects of overall language proficiency. Various methods and strategies shall be demonstrated that assist English learners in reading and writing for a variety of purposes (e.g., recreation, learning, personal communication), including scaffolding strategies for beginning, intermediate, and advanced readers and writers, such as:

(1) dialogue journals;
(2) shared reading with big and little books;
(3) language experience approach;
(4) guided reading with strategy lessons for using graphophonic, syntactic, semantic, and discourse cues for efficient reading;
(5) shared writing; and
(6) process writing (pre-writing, drafting, revising, editing, publishing).

(d) As reading and writing development strategies are presented, special needs of English learners shall be addressed (e.g., treatment of language development errors in student writing, and making read-aloud stories comprehensible to English learners).

Guideline 12: **(Section 80683.4)**
Assessment of English Language Development

(a) Staff development programs shall demonstrate formal and informal methods of assessing English language development in the four language areas (i.e., listening, speaking, reading and writing), and shall emphasize the importance of utilizing a variety of assessment tools in a variety of language-use contexts (e.g., during groupwork, in a testing situation). Participants shall be able to briefly describe and explain a variety of language assessment methods, including state-approved standardized language proficiency tests. In addition, participants shall be able to informally observe students' language use and describe the oral language development characteristics of each student.

(b) Participating teachers shall understand and use formal and informal oral and written language assessment methods for programmatic purposes (e.g., program placement, redesignation), and for instructional purposes (e.g., documenting student growth, challenging students appropriately to higher achievement). Assessment shall include the use of measures to assess listening, speaking, reading, and writing, such as:

(1) state-approved standardized language proficiency tests (e.g., LAS, BINL, Idea Oral Language Proficiency Test, BSM);

(2) informal, observational measures (e.g., SOLOM);

(3) portfolios and performance based measures, which may include:

(A) examples of students' drafts and published writing;
(B) lists of tradebooks, stories, novels read;
(C) teacher's anecdotal observations of listening, speaking, reading and writing behaviors and achievements;
(D) student self-evaluations;
(E) student inventory of topic interests for reading and writing; and
(F) student and or teacher goals for language development (both oral and written).

(c) Participating teachers shall learn the uses of assessment for promoting student self-reflection, identifying future instructional goals, and documenting student growth in oral and written language in terms that make sense to parents, teachers, administrators, and the students themselves.

Guideline Category 2: (Section 80685)
Guidelines for the Quality of Staff Development Programs

Staff Development Programs in Specially Designed Academic Instruction Delivered in English (SDAIE), in English Language Development (ELD), and in SDAIE and ELD Combined shall be consistent with the provisions of Sections 80686 through 80690.1, inclusive.

Guideline Subcategory 2-A: (Section 80686)
Guidelines for the Qualifications of Staff Developers and Trainers of Staff Developers

The qualifications of staff developers shall be consistent with Section 80686.1. The qualifications of trainers of staff developers shall be consistent with Section 80686.2.

Guideline 13: (Section 80686.1)
Professional Qualifications of Staff Developers

Responsibility for staff development programs shall be assigned to an individual or a team of individuals who have the following qualifications (individually or as a team):

(a) a valid teaching credential with a state-issued authorization to provide ELD and SDAIE;

(b) at least forty-five hours of additional training in the subject(s) of the staff development program (i.e., ELD and/or SDAIE);

(c) currency in the theories and methods of teaching of language minority students as reflected in professional participation in courses, conferences and/or workshops during the four years immediately prior to serving as instructor of the program;

(d) at least three years of documented, successful classroom teaching experience with linguistically and culturally diverse students in ELD and/or SDAIE, including affirmation that the students made progress in the content of instruction;

(e) at least 45 hours of training and experience in providing staff development;

(f) training and experience in peer coaching techniques, which may fulfill as much as twenty hours of the requirement of subsection (e) of this section; and

(g) completion of training for staff developers pursuant to Guideline 14 (Section 80686.2) which may fulfill as much as thirty-five hours of the requirement of subsection (e) of this section.

Guideline 14: **(Section 80686.2)**
Professional Qualifications of Trainers of Staff Developers

Responsibility for the training of staff developers shall be assigned to an individual or a team of individuals who have the following qualifications (individually or as a team):

(a) training equivalent to nine or more semester units of graduate level study in research, theory, and teaching methods for ELD and SDAIE, or a clearly related field;

(b) at least forty-five hours of documented, successful experience preparing teachers to use ELD and SDAIE with English learners, including affirmation that the teachers assessed the preparation favorably;

(c) at least three years of documented, successful teaching experience with English learners at the K-12 level, including affirmation that the students made progress in the content of instruction;

(d) currency in the field of language minority student education and teacher preparation as demonstrated by professional activities during the four years immediately prior to serving as trainer of staff developers, including but not limited to conference, workshop, course and staff development presentations, and professional publications; and

(e) at least ten hours of training and experience in peer coaching techniques.

Guideline Subcategory 2-B: (Section 80687)
Planning and Evaluation of Staff Development Programs

The planning and evaluation of Staff Development Programs in Specially Designed Academic Instruction Delivered in English (SDAIE), in English Language Development (ELD), and in SDAIE and ELD Combined shall be consistent with the provisions of Sections 80687.1 through 80687.5, inclusive.

Guideline 15: **(Section 80687.1)**
Planning and Organization of Staff Development Programs

Each staff development program shall be implemented according to a thorough, comprehensive and well-organized plan that includes goals, objectives, strategies, activities, materials, assessment plans and program evaluation procedures that are well-defined and coordinated with each other. The goals and objectives shall focus on the classroom skills that define effective teaching in ELD and SDAIE classrooms, and shall be consistent with the content guidelines in Category 1 (Sections 80681 through 80683.4, inclusive).

Guideline 16: **(Section 80687.2)**
Instructional Focus of Staff Development Programs

The instructional content of each staff development program shall focus on and demonstrate the use of effective instructional practices for teaching English learners. The implications of theory and research for the selection and use of teaching strategies for English language development and specially designed academic instruction delivered in English shall also be emphasized.

Guideline 17: **(Section 80687.3)**
Matching Instructional Content with Participants' Prior Knowledge and Experience with English Learners

Each staff development program shall utilize a procedure for determining participants' prior knowledge and experience in teaching English learners, and shall adjust the relative emphasis and time spent on each guideline in Category 1 (Sections 80681 through 80683.4, inclusive) so as to reinforce, build upon and strengthen participants' prior knowledge and teaching competencies without unnecessary repetition. Each program shall provide maximum learning opportunities within the time allotted.

Guideline 18: **(Section 80687.4)**
Active Modeling of Instructional Methods

In each staff development program, instructors shall demonstrate and model a variety of interactive, experiential instructional methods and techniques that are (a) appropriate to the content of the program, and (b) consistent with the instructional philosophy, methods, and techniques being presented for use in teaching English learners.

Each program shall provide optimal opportunities for participants to be actively involved in understanding the content and developing the desired teaching strategies and skills. Participants shall have opportunities to discuss, debate, consider options, and reflect upon information cooperatively in pairs and groups; try out strategies; make and modify materials; and evaluate their own instructional practices with assistance and feedback from staff developers.

Guideline 19: **(Section 80687.5)**
Assessment of Staff Development Programs

Each staff development program shall utilize fair procedures for assessment of the quality and effectiveness of the staff development program. Such assessment shall be completed within the hours provided for the staff development. This assessment of the program shall include participants' feedback on the appropriateness and usefulness of program content, the consistency of the program with the guidelines, the quality of the instruction itself, and the effectiveness of procedures to provide monitoring, feedback, and support.

Guideline Subcategory 2-C: (Section 80688)
Assessment of Staff Development Program Participants

The assessment of participants in Staff Development Programs in Specially Designed Academic Instruction Delivered in English (SDAIE), in English Language Development (ELD), and in SDAIE and ELD Combined shall be consistent with the provisions of Sections 80688.1 and 80688.2.

Guideline 20: (Section 80688.1)
Ongoing, Informal Evaluation of Each Participant's Learning

Each staff development program shall utilize one or more ongoing, informal evaluation procedures by which each participant's knowledge and skill development is monitored periodically. Special assistance shall be provided to individuals, where needed, to ensure the successful acquisition of the knowledge and skills offered by the staff development program. The ongoing evaluation focus shall be on each participant's (a) knowledge of professional content presented during the program, and (b) demonstrated ability to successfully implement the strategies and techniques taught during the program. Peer observation and coaching shall be combined with presentational staff development methods (e.g., lecture, modeling, demonstration, discussion) to provide frequent opportunities for participants to practice, develop, and perfect their performance of the teaching strategies that are the focus of the training. Observation, monitoring, and feedback of each participant's efforts shall provide the basis for ongoing informal evaluation as the program proceeds.

Guideline 21: (Section 80688.2)
Assessment of Participants at the Conclusion of the Program

Each staff development program shall utilize a valid and reliable procedure by which participants' knowledge and skills are assessed at the conclusion of the staff development program. The assessment procedure shall include the results of ongoing monitoring and feedback pursuant to Section 80688.1, as well as a general evaluation of each participant's learning of the professional development content set forth in the applicable Sections 80680 through 80683.4, inclusive. The assessment procedure shall focus on the most important skills and knowledge presented in the program, and shall be flexible, multimodal, and experiential. Successful completion of the assessment shall be an essential part of completion of the program.

Guideline Subcategory 2-D: (Section 80689)
Administration of Staff Development Programs

The administration of Staff Development Programs in Specially Designed Academic Instruction Delivered in English (SDAIE), in English Language Development (ELD), and in SDAIE and ELD Combined shall be consistent with the provisions of Sections 80689.1 through 80689.4, inclusive.

Guideline 22: **(Section 80689.1)**
Allocation of Resources for
Staff Development Programs

Organizations offering staff development programs shall allocate sufficient fiscal and personnel resources to ensure the effective administration and implementation of each staff development program. To demonstrate sufficiency of resources, an educational organization that offers one or more staff development programs pursuant to Education Code Section 44253.10 shall make either (a) or (b) available to members of the public, including teachers, who request it.

(a) A schedule of programs to be offered by the educational organization and a detailed budget for the delivery of each program.

(b) Documentary evidence that the educational organization has previously offered and completed at least five extended programs of staff development for teachers.

Guideline 23: **(Section 80689.2)**
Eligibility of Teachers to Participate in
Combined SDAIE and ELD Staff Development in 45 Hours

(a) To participate in staff development that combines SDAIE training and ELD training in a single program of 45 hours, each teacher must fulfill (1), (2) and (3).

(1) The teacher has completed nine or more years of full-time or equivalent teaching in the public schools of California.

(2) The teacher certifies either (A) or (B) or (C):

(A) that the teacher has passed one or more sections of the following state certification examinations:

1. either section of the Language Development Specialist Examination; or

2. either the Culture or the Methodology Component of a Bilingual Certificate of Competence Examination; or

3. any one of Tests 1-5 of the CLAD/BCLAD Examinations;

(B) that the teacher has completed thirty or more hours of prior training in any aspect of ELD and/or SDAIE;

(C) that the teacher has two years of full-time or equivalent experience teaching English learners using ELD and/or SDAIE methods.

(3) The teacher authorizes verification of (2)(A) or (2)(B), or (2)(C) by the school district or county office of education that is to issue the certificate of completion.

(b) The school district or county office of education that is to issue the certificate of completion may verify the teacher's certification of (2)(A) or (2)(B) or (2)(C) pursuant to subdivision (a) of this section.

Guideline 24: (Section 80689.3)
Program Length, Participation and Record Keeping

(a) Each staff development program that leads to issuance of certificates of completion pursuant to Education Code Section 44253.10 shall consist of forty-five (45) contact hours of instruction by one or more instructors whose qualifications fulfill Section 80686.1 (Guideline 13). An instructor shall maintain accurate records of the attendance and participation of each candidate for a certificate of completion.

(b) The content of any prior training considered for credit towards the required forty-five (45) contact hours shall be consistent with the provisions of Sections 80680 through 80683.4 (Guidelines 1 through 12). The staff developer(s) responsible for granting credit for the prior training shall meet the qualifications found in Section 80686.1 (Guideline 13). Any person receiving prior credit must complete the same assessment procedure consistent with Section 80688.2 (Guideline 21) for that current staff development program for which prior credit is granted.

Guideline 25: Award of Certificates of Completion (Section 80689.4)

(a) In awarding certificates of completion pursuant to Education Code Section 44253.10, a school district or county office of education shall take reasonable efforts to ensure that certificates are awarded to teachers who meet all eligibility requirements and complete programs of staff development that are consistent with Sections 80681.1 through 80689.3, inclusive, of this code. The district or county office shall also take reasonable efforts to ensure that each certificate accurately stipulates, on its face, the authorization of the certificate, and that accurate records are maintained of the identity of teachers who have earned and received certificates.

(b) A certificate of completion that authorizes instruction in English language development and is issued pursuant to Education Code Section 44253.10 shall define "self-contained classroom" as an instructional unit in which the same teacher is responsible for instructing the same students in three or more subjects of the curriculum.

Guideline Subcategory 2-E: Eligibility of Organizations to Offer Staff Development Programs (Section 80690)

The eligibility of organizations to offer Staff Development Programs in Specially Designed Academic Instruction Delivered in English (SDAIE), in English Language Development (ELD), and in SDAIE and ELD Combined shall be governed by the provisions of Section 80690.1.

Guideline 26: Eligibility of Educational and Professional Organizations to Offer Staff Development Programs (Section 80690.1)

(a) To offer staff development pursuant to Education Code Section 44253.10, organizations must be educational organizations or professional organizations in education. To be eligible, an educational or professional organization must have sufficient resources to complete the staff development program(s) that it offers to teachers. To demonstrate sufficiency of resources, a professional organization that submits a staff development proposal to the Commission pursuant to subsection (b) of this section shall include either (1) or (2) in the proposal.

(1) A detailed budget for the delivery of each staff development program, and a schedule of programs to be offered by the professional organization.

(2) Documentary evidence that the professional organization has previously offered and completed at least five extended programs of staff development for teachers.

(b) To offer a staff development program, a professional organization must submit a staff development proposal to the Commission for its approval.

(1) Within fifteen days of receipt of a staff development proposal, the Executive Director of the Commission shall inform the professional organization of the completeness or incompleteness of the proposal in relation to Guidelines 1 through 27.

(2) Within forty-five days of responding to the proposal pursuant to paragraph (1) of this subsection, the Executive Director shall inform the professional organization that the Commission has or has not approved the proposed program on the basis of Guidelines 1 through 27. The Commission's reasons for each disapproval, if any, shall be provided.